



## **A Comparative Study on Students' Grammar Achievement Taught by Lecture and Inquiry Methods**

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### **Keywords**

comparative study;  
inquiry; lecture;  
structure achievement

### **Abstract**

Mastery of grammar/structure is central to mastery of language skills. Without mastering structure, students will have difficulty expressing their thoughts both orally and in written. Based on several years of teaching experience, researchers know that most students have succeeded in mastering lecture material through the lecture method. The researchers formulated two problems: 1) Is there a significant difference in structure learning achievement between students taught through lecture and inquiry methods?, 2) Which method results better structure learning achievement?.The population of this study are the third semester students of the English Education Study Program, Widya Dharma University of Klaten for the 2022/2023 Academic Year with a total of 20 students. The sampling technique used was purposive sampling. The independent variables in this study were students who were taught by lecture and inquiry methods. While the dependent variable was structure learning achievement. Researchers used the test method to collect data. The content validity of the test used was tested by comparing the content of the test with the content of the material taught in semester III. The data analysis method used was a statistical method of t-test. The mean of students taught by the lecture method is 76.6, and by the inquiry method is 73.91. The t-test calculation result of 0.181 does not fulfill any of the t-table lists, so there is no significant difference in structure learning achievement between students taught through lecture and inquiry methods; and lecture method is better at producing structure learning achievement.

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## INTRODUCTION

Every student basically has extraordinary potential to be developed. Therefore, a lecturer is expected to be able to explore and develop the potential possessed by each student. One way that can be taken is to manage learning that can provide opportunities for students to be involved and express all their potential. However, based on several years of teaching experience, especially in structure courses, researchers know that most students have succeeded in mastering lecture material through teacher-centered learning. They said that way was better and led to deeper understanding. However, they tend to be passive in class (Hafeez, 2021);(Alaagib, Musa, & Saeed, 2019). Teacher-centeredness can be explained as the teacher lectures in the lessons and the students participate as passive listeners (Akçadağ, 2021) and when one of them is asked to make a sentence as an example he/she asks his/her friend. It was also said that in our tertiary institutions, teachers use mainly the lecture method which is a teacher centred method and the implication is that learners are passive and learning tend to be superficial, (Obanya, 2004 and Durosaro & Adgoke, 2011) in (Afurobi, Izuagba, Obiefuna, & Ifegbo, 2015). Whereas, a small number of students said that when they were given the task and responsibility to prepare material before learning, it made them more creative and willing to read some of the recommended references in lectures. In contrast, their achievement is not satisfactory.

Language consists of several elements, including vocabulary, pronunciation, grammar. Grammar is a set of rules that explores the forms and structures of sentences that can be used in a language (Gleason and Ratner, 2009: 231–269; Thornbury, 1999) in (Uibu & Liiver, 2015). Mastery of grammar/structure is the center of mastery of language skills consisting of speaking, listening, reading and writing. Without mastering structure students will have difficulty in expressing their thoughts both orally and in writing because they do not know how to determine the subject and predicate of a sentence even though their vocabulary mastery is very large. They also won't know whether the sentence is for example active or passive because they don't know the patterns and forms of the verbs in the two sentences.

In this study the researchers have reasons as a driving force for choosing the title mentioned above. They are: 1) As observers of the structure of the English language, the researchers believe that the structure of the English language is indeed more complicated than the structure of the Indonesian language. In English the verb can change according to the time the activity is carried out. To form passive sentences in English, the verb used is past participle and 'to be' is needed according to the time of the sentence. The conditional sentences have certain patterns, each of which needs the tense suitable with the type. To connect one word, phrase, clause to another word, phrase, clause needs a conjunction which should be suited to the condition of elements whether they are parallel or not. 2) Based on the experience and observations of researchers, it turns out that learning with a teacher-centered approach has better learning achievement than student-centered. However, this is of course not keeping up with developments and does not support the learning system that has recently been encouraged to be implemented, namely the student-centered approach, especially of inquiry method. 3) Using inquiry method can develop students' creativity and innovation, because in this internet era many lecture materials can be accessed easily, such as articles in journals, blogs, power points, and You-tube.

One of the common methods that have a special place in the training programs is lecture. Lecture is a simple, fast and cheap method to present the vast issues to a lot of groups of learners. Inactiveness of the students, tiring long lectures, one-way communication, and fast forgetting of the issues are its disadvantages (Sadeghi, Sedaghat, & Ahmadi, 2014). Lectures are popular among university academics for some reasons such as that they are economical in terms of planning, flexible as they can be applied to most content areas and also simple to implement in class. On the other hand, critics argue that lecturing is principally a one-way method of communication that does not involve significant students' participation (Abdulbaki, Suhaimi, Alsaqqaf, & Jawad, 2018). Lecture method is a teaching technique carried out by the teacher in monologue and one-way communication, this method is seen as the most effective in overcoming the scarcity of literature or references that are in accordance with the range of students' comprehension. Lecture method is used in order to acquire knowledge and concept (B.Ed., 2022). Kapur stated that lecture method is regarded as the most comprehensively used pedagogical method within educational institutions at all levels. In simple terms, this is the method in which the instructors are imparting information to the students in terms of lesson plans and academic concepts within the classroom settings. They make use of various types of teaching-learning materials and instructional strategies (Kapur, 2020). It was stated that lectures have the advantage of sharing information with a large number of students and it can be effective in transmitting factual information. Lecturing, whether effective or not, is still the most commonly used learning method as it is an economical and

practical method (Alaagib et al., 2019). According to (Aras & Arhas, 2022) there are several reasons teachers use the lecture method in the learning process, namely this method does not require complete equipment to meet the needs when applying such a method, in presenting learning materials it only explains matters relating to the subject matter of the lesson, the most important thing is this lecture method. Often used by teachers because of this method we can complete lessons in a predetermined time.

The weakness of the lecture method is that the material mastered by students is limited to what is mastered by the teacher himself so what is mastered by students depends on the teacher. Teachers who cannot speak well will cause boredom to students, so that the predetermined learning objectives cannot be achieved, besides that the shortcomings are also in the results of absorption of material in students, teachers cannot immediately know which students have understood and which ones who do not understand the material taught by the teacher. The lecture learning method is said to be effective when the material being taught is completed on time, when the learning process gives students the flexibility to develop their knowledge in the classroom, when the time of the learning process is according to a predetermined time, and when in the learning process students can be more active so that the learning process does not run in one direction.

The inquiry method is a student-centered teaching and learning method. This method emphasizes knowledge related to “how” and not “about,” which means how knowledge is acquired and not about knowledge. The inquiry method is trying to instill curiosity among individuals about something. This method requires a student to question the truth and accuracy of the information obtained. The importance of this method requires students to make sense of what they have learned (Shanmugavelu, Ganesan Parasuraman, Balakrishnan Ariffin & Baskaran, Kannan Vadivelu, 2020).

There are some studies discussing inquiry method, such as the study entitled “The Effect of Inquiry-based Learning Method on Students’ Academic Achievement in Science Course” done by (Abdi, 2014) aimed at investigating the effects of inquiry-based learning method on students’ academic achievement in sciences lesson. The study by (Khan et al., 2011) was designed to see the effect of inquiry-based instruction as a supplementing strategy on the academic achievement of secondary school students in the subject of chemistry. The major objectives of the study were: to find out the relative effects of inquiry-based instruction as supplementing strategy on the academic achievement in chemistry and to explore the difference between treatment effects on the students of high and low intelligence. The research study by (Hussain, Azeem, & Shakoor, 2011) compared scientific inquiry method and traditional lecture method of teaching physics.

Based on the background above, the researchers formulated the problem as follows: 1) Is there a significant difference in grammar/structure achievement between students who are taught by lecture and inquiry methods? and 2) Which method produces better grammar/structure achievement? The results of this study are expected to be useful as follows: 1) For observers of structure in English who want to know more about the kinds of sentences in English, such as conditional sentences, passive sentences, compound sentences, complex sentences, and elliptical sentences; 2) For readers to understand various kinds of sentences in English as mentioned above; 3) For the world of education as a contribution to the enrichment of research results; 4) For students as motivation for independent learning. To achieve the objectives of the study, following hypotheses are tested.

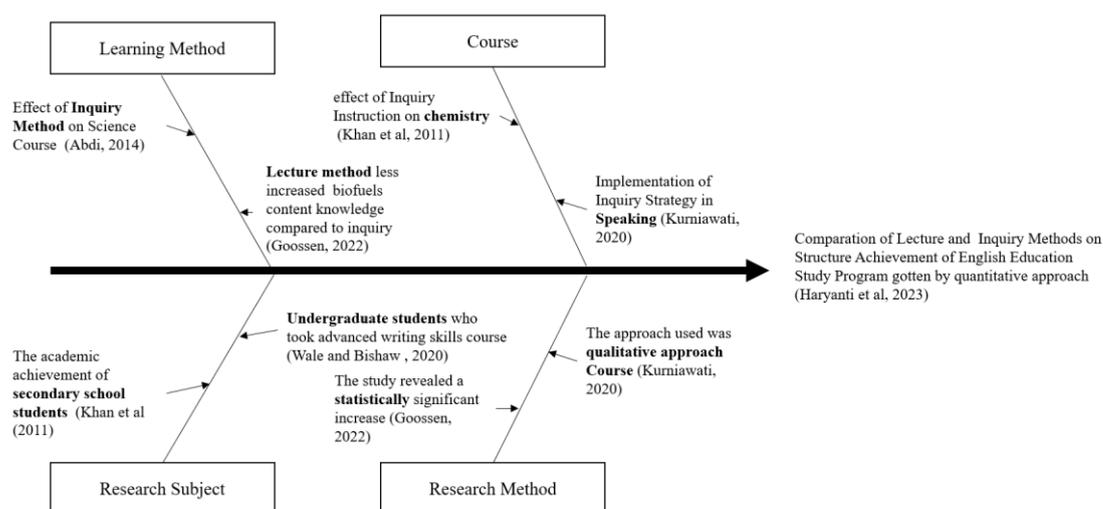
$H_0$  = There is a significant difference between students taught grammar/structure by lecture and inquiry methods.

$H_1$  = The students who are taught grammar/structure by inquiry method get better achievement than those taught grammar/structure by lecture method.

This study discusses the comparison between lecture and inquiry methods in teaching and learning process of structure course. It is different to other studies done by other researchers. (Wale & Bishaw, 2020) examined the effects of using inquiry-based learning on students’ critical thinking skills. A quasi-experimental design which employed time series design with single group participants was used. A total of 20 EFL undergraduate students who took advanced writing skills course were selected using comprehensive sampling method. Tests, focus group discussion, and student-reflective journal were used to gather data on the students’ critical thinking skills. The findings of the study revealed that using inquiry-based argumentative writing instruction enhances students’ critical thinking skills. (Goossen, Roberts, Kacal, Whiddon, & Robinson, 2022) did the study with the purpose to determine the effect of inquiry-based instruction, compared to lecture, on the content knowledge and motivation for completing a science-based laboratory activity of pre-service agricultural education teachers (N = 41) at Oklahoma State University. Students were assigned randomly to either an inquiry group or lecture group in the completely randomized 2x2 design. The findings of the study revealed a statistically significant increase in biofuels content

knowledge for those who received inquiry-based instruction when compared to those who received lecture. The research done by (Kurniawati, 2022) aimed to determine the implementation of inquiry-based learning strategy in learning speaking on the materials speaking for specific purpose and analyze students' responses to the implementation of inquiry-based learning strategy. This research was a type of field research, and the approach used was qualitative approach. The researcher obtained data by using the technique of observation checklist, questionnaires, and documentation. Then the researcher classified the data according to the identified problem. In addition, the data were compiled and then analyzed by using descriptive analysis method. The results of this study indicated that the implementation of inquiry-based learning strategy in learning speaking can be implemented well in accordance with the existing concept. Students' response to the implementation of strategy inquiry-based learning was positive about the strategy applied in learning. It made student learning outcomes become increased. (Shanmugavelu, Ganesan Parasuraman, Balakrishnan Ariffin & Baskaran, Kannan Vadivelu, 2020) gave the research conclusion that the inquiry method emphasizes student-centered learning, where students are required to look at problems and solve them. The importance is, this method can sharpen the thinking and give students a rich and immersive learning experience. This method can also instill learning and self-study among students. The inquiry method is very suitable and can be used effectively in the social studies classroom, for instance, in the teaching and learning of history and other subjects as well.

Based on some previous studies above, it seems that this study has some similarities and differences with them. The similarity lies on the methods used, namely lecture and inquiry. Whereas, the differences can be stated that this study does not aim to find the effect, but it needs to know the students' achievement taught by lecture and inquiry methods. The courses they observed were chemistry, physics, biofuels, social sciences such as history and speaking. This study concerns with grammar/structure which focuses on grammar or structure materials which consist of ellipsis, conjunctions, conditional sentences, and passive sentences. The methods used in this study are included into teacher-centered approach and student-centered approach.



**Figure 1.** Use of a fishbone diagram in the Literature Review

## METHODS

This research was conducted at Widya Dharma University, Klaten. The time of the research started from November 2022 to July 2023. The population of this study is the third semester students of the English Education Study Program, FKIP, Widya Dharma University, Academic Year 2022/2023. The number of students is 20. Since the number of students is less than 100, the researchers take all of them as research subject.

The technique used in this research is purposive sampling. Purposive/purposeful sampling is used as a strategy when one wants to learn something and comes to understand something about certain selected cases without needing to generalize to all such cases (Patton, 1983). The researchers choose the third semester students for the purpose that the students can comprehend the materials on structure course well and get very good achievement either in this semester or the next semesters.

The independent variable in this study is students who are taught by lecture and inquiry methods. Meanwhile, the dependent variable is the grammar achievement of the subject structure of ellipsis, conjunctions, conditional sentences, and passive sentences of semester III students in English Education Study Program, FKIP, Unwidha Klaten Academic year 2022/2023. Conducting an experiment means that at least one independent variable is manipulated and its effect is measured by some dependent variable while other factors are controlled in various ways. Implicit in the use of control groups is the important assumption that the control group represents the same population as the experimental group (Seliger & Shohamy, 1989). In this study the research subject is treated twice, one treatment with lecture method and one treatment with inquiry method.

To test the truth of hypotheses ( $H_0$  = that there is a significant difference between students taught grammar/structure by lecture and inquiry methods, and  $H_1$  = students who are taught grammar/structure by inquiry method get better achievement than those taught grammar/structure by lecture method) in this study, researchers use the test method to collect data on grammar achievement on the subject matter structure of ellipsis, conjunctions, conditional sentences, and passive sentences. (Arikunto, 2013) stated that a test is a series or exercise or other tool used to measure skills, knowledge, intelligence, abilities or talents possessed by individuals or groups. According to its form, the test used in this study was a written test and according to the composition of the test used is an essay test.

Before being given to students in the research and to test the validity of the data, researchers use content validity. Evidence on content validity will need to be accumulated in order to find out if the data collection procedure is a good representation of the content which needs to be measured (Seliger & Shohamy, 1989). The content validity of the test the researchers use is tested by comparing the content of the test with the content of the material students are expected to learn in the third semester.

The study used quantitative study. Quantitative research is concerned with numbers, reasoning, and an objective viewpoint. Quantitative research focuses on numerical and unchangeable facts, as well as thorough, convergent thinking rather than divergent reasoning such as the spontaneous, free-flowing creation of a variety of ideas concerning a study subject (Creswell, 2012) in (Sukomardojo, 2022).

The data collected in this study is in the form of numbers. The data analysis method used is a statistical method. Student grammar/structure achievement measured by lecture and inquiry methods is compared using the t-test which is used to compare the means of two treatments. It helps determine how confident the researchers will be that the differences found between them as a result of a treatment are not due to chance. The result of applying the t-test provides the researchers with a t-value. That t-value is then entered in a special table of t-values and which indicates whether, given the size of the sample in the research, the t-value is statistically significant (Seliger & Shohamy, 1989). The following is the t-test formula from (Arikunto, 2013).

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Notes:

M = The average value of the results per group

N = Number of subjects

x = deviation of each value  $x_2$  and  $x_1$

y = deviation of each value  $y_2$  from the mean  $y_1$

The following is the chart used to facilitate the research direction.

## RESULT AND DISCUSSION

The researchers did pre-test on Friday, November 04<sup>th</sup>, 2022 in order to know that the two groups, taught by lecture and inquiry methods, are in the same condition. The result of pre-test is as follows.

**Table 1.** The Result of Pre-test

No.	Students' Code	Scores
1	AW	52
2	AP	57
3	PK	81
4	OA	80
5	NA	74
6	RD	70
7	BA	72
8	PE	69
9	EI	68
10	MR	67
11	CA	60
12	AT	48
13	MW	70
14	DP	51
15	MO	66
16	GM	57
17	DA	52
18	FM	92
19	BG	58
20	MA	58
Total		1302

$$\text{Mean} = \frac{1302}{20} = 65.1$$

A week later, 11 November 2022, the group of inquiry method presented the material of ellipsis, and after the presentation the lecturer as the researcher gave the test to all of students. On 25 November 2022 the group of inquiry method presented the material of conjunction, and the students were given the test after they were explained by the group. On 09 December 2022 the lecturer explained the materials of ellipsis and conjunctions. The third group presented the material of conditional sentences on 16 December 2022, and the students did the evaluation of it. The last group with the material of passive sentences presented on 23 December 2022, and the lecturer also gave the test. On 30 December 2022 the lecturer explained the materials of conditional sentences and passive sentences. To know the result of the implementation of lecture method, the researchers gave evaluation on 13 January 2023.

All of the results of tests given to students were given scores. The scores were classified into two kinds, scores of lecture method and scores of inquiry method.

Having done the treatment, the researchers can get data in the form of scores of the test for both lecture method and inquiry method. The third semester students' scores are presented in the following tables.

### Lecture Method

The result of lecture method can be seen in the following table.

**Table 2.** The Students' Scores of Lecture Method

No	Students' Codes	Ellipsis	Conjunctions	Conditional Sentences	Passive Sentences	Mean
1	AW	86	80	40	93	74.75
2	AP	86	80	95	93	88.5
3	PK	85	91	95	86	89.25
4	OA	80	86	75	80	80.25
5	NA	75	78	75	80	77
6	RD	70	78	85	53	71.5
7	BA	85	86	95	80	86.6
8	PE	70	69	85	53	69.25
9	EI	75	73	80	33	65.25
10	MR	75	73	90	53	72.75
11	CA	86	80	60	86	78
12	AT	70	69	85	73	74.25
13	MW	90	78	70	80	79.5
14	DP	65	78	80	53	69
15	MO	80	69	75	73	74.25
16	GM	70	78	95	73	79
17	DA	65	69	45	40	54.75
18	FM	85	100	100	100	96.25
19	BG	80	73	85	66	76
20	MA	75	69	80	80	76
Total		1553	1557	1590	1428	1532.1

Source: Primary Data (2023)

To get the mean the researchers applied formula below.

$$\text{Mean} = \frac{\text{Total Score}}{\text{Sum of Students}}$$

From the total of each material, the mean gotten is as follows:

1. Ellipsis = 77.65
2. Conjunctions = 77.85
3. Conditional sentences = 79.5
4. Passive sentences = 71.4

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$$\text{Total} = 306.4$$

Whereas, the mean of four materials is as follows.

$$\text{Mean} = \frac{306.4}{4} = 76.6$$

### **Inquiry Method**

The result of inquiry method can be seen in the following table as follow.

**Table 3.** The Students' Scores of Inquiry Method

No	Students' Codes	Ellipsis	Conjunctions	Conditional Sentences	Passive Sentences	Mean
1	AW	50	26	93	90	64.75
2	AP	33	40	95	25	48.25
3	PK	100	60	95	95	87.5
4	OA	100	70	100	75	86.25
5	NA	83	66	100	100	87.25
6	RD	66	60	90	95	77.75
7	BA	83	60	100	100	85.75
8	PE	66	53	95	95	77.25
9	EI	66	46	90	95	74.25
10	MR	88	66	95	95	86
11	CA	50	60	95	90	73.75
12	AT	50	46	80	15	47.75
13	MW	83	73	95	60	77.75
14	DP	66	33	90	90	69.75
15	MO	100	60	50	90	75
16	GM	50	53	65	85	63.25
17	DA	66	66	90	45	66.75
18	FM	83	86	100	100	92.25
19	BG	66	66	75	80	71.75
20	MA	66	60	80	55	65.25
Total		1415	1150	1773	1575	1478.25

Source: Primary Data (2023)

To get the mean the researchers applied formula below.

$$\text{Mean} = \frac{\text{Total Score}}{\text{Sum of Students}}$$

From the total of each material, the mean gotten is as follows:

1. Ellipsis = 70.75
2. Conjunctions = 57.5
3. Conditional sentences = 88.65
4. Passive sentences = 78.75

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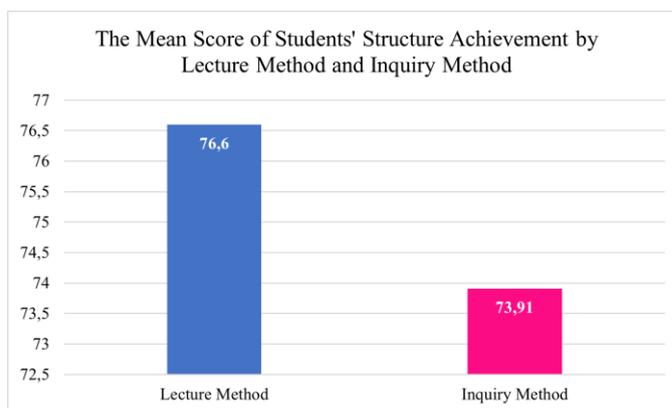

$$\text{Total} = 295.65$$

Whereas, the mean of four materials is as follows.

$$\text{Mean} = \frac{295.65}{4} = 73.91$$

### Result of Lecture and Inquiry Methods

To know whether or not there is a significant difference in grammar/structure achievement between students who are taught by lecture and inquiry methods and which method produces better grammar/structure achievement, the researchers applied the t test formula with the value of 0.181. The two mean scores can be seen in the following figure.



**Figure 2.** Mean Scores of Structure Achievement by Lecture and Inquiry Methods

Grammar/structure achievement of the students taught by lecture and inquiry methods does not have a significant difference. The t-value is under 50% of significant level, namely 0.687 for  $N=20$ . The students' mean score of lecture method is 76.6, whereas the students' mean score of inquiry method is 73.91. It means that lecture method results better achievement than inquiry method. As the result,  $H_0$  which states there is a significant difference between students taught grammar/structure by lecture and inquiry methods is rejected;  $H_1$  which states the students who are taught grammar/structure by inquiry method get better achievement than those taught grammar/structure by lecture method is also rejected. Thus, both  $H_0$  and  $H_1$  are rejected.

### Lecture Method

The lecture method is characterized by explaining, discussing, and assigning tasks of content subject. Direct instruction is characterized by explaining, giving examples of problems, giving models how to solve problems, provide feedback, and assign tasks (Djudin, 2018). These steps were also done by researchers to obtain data from the students. The content subject includes ellipsis, conjunctions, conditional sentences, and passive sentences. According to (Alaagib et al., 2019) although traditional lectures allow sharing a large body of content with a large number of students, they often promote passive and superficial learning. In TL the objectives of the lecture are shown at the start of the lecture and they are covered adequately by the teacher. This statement is not proven in this research, the students are not passive and they understand the material well. It is also supported by students' achievement which is better than that by inquiry method although the difference is just a little. As stated above that the students' mean score of lecture method is 76.6, whereas the students' mean score of inquiry method is 73.91. That is why the researchers also use this method in this research. It is also in line with the statement "Transmissive lectures, in which students primarily listen to the lecturer and take notes, remain commonplace in higher education (Loughlin & Sand, 2022).

However, this method has a weakness as stated by (Afurobi et al., 2015) in our tertiary institutions, teachers use mainly the lecture method which is a teacher centred method and the implication is that learners are passive and learning tend to be superficial, (Obanya, 2004 and Durosaro & Adgoke, 2011). The other statement was proposed by (Hafeez, 2021) that for many decades, the teachers have applied traditional learning strategy in classrooms and the learners followed it with homework. The traditional learning strategy makes the students passive.

### Inquiry Method

Implementation of inquiry method was done through the activities of students looking for or digging information about learning materials (ellipsis, conjunctions, conditional sentences, passive sentences), lecturer provides stimulus and motivation to students followed by giving questions to students by lecturer. The next step lecturer provides opportunities to students in turns to provide responses or questions to the materials which have been presented by students in group, and at the end of the lesson lecturer provides learning conclusions and reinforcement of learning materials that have been implemented.

Researchers applied inquiry method in teaching and learning structure by the consideration that inquiry-discovery approach is appropriate to be used in improving the students' behavior and activity in learning. As stated by Nurdin et al positioning the students as the orientation center of learning activity has become an interesting issue among the education observers. Unlike some other learning approaches and methods which neglect the importance of students' existence, inquiry-discovery learning attempts to build active, creative and innovative behavior of the

students. A learning oriented on the students gives a wide opportunity for them to create and think in order to find self concept, behavior, and skill. This learning can involve several learning models both in individual context and cooperative one (Nurdin, Hanafy, & Mustami, 2019).

In the research (Fatkhriyah, 2019) found that Inquiry-Based Learning (IBL) strategy can improve the students' speaking skills. This research also results the same thing as her finding. The students' scores of pre-test, namely 65.1 increases to 73.91 in post-test. However, when it is compared to the score of structure by using lecture method, it is lower.

### **Result of Lecture and Inquiry Methods**

In finding standard deviation the researchers needed pre-test and post-test. They were also used by (Irawan, Syahrial, & Sofyan, 2019) who stated that the researcher collected the data from pretest and posttest. All the data from pre-test and post-test were analyzed based on the theory.

The result of t-test computation proves there is no significant difference in structure achievement taught by lecture method and inquiry method. 0.181 is under 50% level of significance for N=20 namely 0.687. Mean score of lecture method is 76.6 and mean score of inquiry method is 73.91. Mean score of lecture method 76.6 is higher than mean score of inquiry method 73.91. From this result it can be stated that lecture method used to teach structure results better achievement although it is only so little.

Based on the result of study, the researchers will use lecture method in teaching structure besides using other cooperative methods. It is in line with other research result such as by Marmah that "The research has confirmed the widely held view that the lecture method will continue to be the dominant method of teaching in tertiary institutions. The research has also shown that students continue to like the lecture since they believe that they pay fees in order to be taught and not for them to go and look for information on their own. In view of students preference for the lecture it is necessary for lecturers to look out for ways and means of making the lecture more interesting and for the involvement of the students. It should be necessary for lecturers to prepare adequately and give students advance reading assignment" (Marmah, 2014). This is also supported by this opinion that the lecture method just like any other method is inappropriate as all-purpose method, but it can serve many useful instructional functions. The lecture-explanation approach, when used properly can inspire enthusiasm and capture the student imagination (Leish, 1976) in (Kaur, 2011).

### **CONCLUSION**

Both the lecture and inquiry groups were compared on the variable of pre-test achievement. The result obtained from the statistical analysis shows that no difference exists between the two groups with respect to previous achievement in structure, as t-value obtained is not statistically significant at 0.687 level (Table t) for N=20. Hence both the groups can be treated as equal. The mean score of lecture method group (76.6) is better than that of the inquiry method group (73.91) on post-test. Hence, it can be concluded that there is no significant difference in grammar/structure achievement between students who are taught by lecture and inquiry methods, and lecture method produces better grammar/structure achievement than inquiry method.

Even though the result of this study does not fulfill the researchers' expectation, the researchers recommend that lecture and inquiry methods be used in teaching and learning process by considering students' background and motivation. It is in line with the following statement: The effectiveness of the lecture method is not so small that it is likely to succeed, this is like what was conveyed by the headmaster of SMP Ar Rahaman himself, who said that in every lesson basically all methods are the same, only as a means of guiding or conveying learning. This needs to be returned to educators, who should already understand in certain cases what kind of method is needed (Godelova, Gita Gania Harahap, 2021).

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